

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Andrea Curtis Block #: 1
2. For what project did you make your digital story? Student Sample
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? How to solve a linear equation, how graphs and linear equations relate, and how math is silently involved in many comics.
4. What type of story are you telling? Action-adventure
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
<http://ezinearticles.com/?A-Closer-Look-at-Cross-Genre-Adventure-Writing&id=567958>
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
A YouTube video explaining how the equation is solved, and how it relates to a graph.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) Using a digital story allows the student to express their knowledge while incorporating in lots of other academic areas, this proves well to meet many students' MI's, however it is possible that it pulls away from the math. While not using a digital story focuses strictly on the math, which serves well for the content, but it doesn't allow other students who show their knowledge in other ways the opportunity to show it.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <i>(Copy and paste the element and its description/explanation from the source Web site.)</i>	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i>	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i>
A Likeable hero that is usually male	Math Man	Math Man is the hero that is saving the city. He is the character that recognizes where math can be solved, and solves it. He shows the reader where math is in the world, and if you go through the right process you can come to the right answer.
An unlikable antagonist, or villain if you prefer.	Joker	The joker is the bad-guy. He is also using math but he doesn’t put the right equation into the tool. He shows the reader that if you mess up you get an equation that does something quite different than what you want.
There is always physical action. Characters are often placed in extreme situations.	The physical action is the race to get the key to the city that is on top of a building between the two different sides.	The physical need of traveling from one roof top to another forces Math Man to recognize where a graph is, two of its points, what the equation of the line is and how to get down there.
Almost always fast paced.	It is a race to the key of the city.	The pace of the story shows the reader that math does not have to take a long time, it can be done quickly, and in lots of cases math is done without really thinking about it.

Violence of some kind is always an element of an action/adventure tale, no matter how large or small that violent act might be.	The violence is not hands on violence. The violence is when the Joker steals something off of Batman's body, and when he verbally assaults him.	The violence leads to the need to get to the key. On the process of getting to the key they must focus on the math.
The setting is usually changeable, moving from place to place as we follow the protagonist through his journey.	The story starts off in the street, moves to the roof tops, and ends with the Joker up in the air somewhere.	The change in scenery makes it possible for Math Man to find the linear equation from the graph.